

Magnet Schools Assistance Program (MSAP) Performance Indicators: Guide for MSAP Applicants and Grantees

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Introduction

Performance indicators are just what they say—indications of performance, or pieces of evidence indicating how well a program is meeting its goals or objectives. Performance indicators help programs highlight their successes, identify areas for improvement, and develop new approaches to achieving desired program results.

As part of a government-wide effort to improve the performance and accountability of all federal programs, in 1993 the U.S. Congress passed the Government Performance and Results Act (known as the Results Act), establishing a process for using performance indicators to set goals for program performance and to measure and report program results. The Results Act supports the federal agency efforts to focus on program results, the quality of service, and customer satisfaction by requiring strategic planning and performance measurement. It also mandates public reporting of progress towards achieving goals. To implement the Results Act, the U.S. Department of Education (ED), like all other federal agencies, has developed performance indicators for each program it administers, and they are a part of the Department's strategic plans.¹

Performance indicators for the Magnet Schools Assistance Program (MSAP) were developed and are to be used by MSAP applicants and grantees beginning with the FY 1998 grant cycle as a means for measuring progress toward meeting program objectives. This *Guide* is designed to assist school districts in using the performance indicators and in integrating information on the performance indicators into their MSAP applications and annual project reports to ED. This introductory chapter describes how the MSAP performance indicators were developed, what they include, how they are organized, and, in general terms, how MSAP applicants and grantees should respond to them. The chapter ends with an overview of the contents of the *Guide*.

The MSAP Performance Indicators

The starting point for the performance indicators was the statute that authorizes the MSAP program². It specifies these purposes:

To assist in the desegregation of schools served by local educational agencies by providing financial assistance to eligible local educational agencies for:

1. the elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with substantial proportions of minority students;
2. the development and implementation of magnet school projects that will assist local educational agencies in achieving systemic reforms and providing all students the

¹ To get a copy of the ED strategic plans, see <http://www.ed.gov/pubs/StratPln97> or *US Department of Education Strategic Plan 1998-2002* available from the ED Information Resource Center; phone 1-800-USA-LEARN.

² In Elementary and Secondary Education Act as authorized by the Improving America's Schools Act, 1994.

opportunity to meet challenging State content standards and challenging State performance standards;

3. the development and design of innovative educational methods and practices; and
4. courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the grasp of tangible and marketable vocational skills of students attending such schools.

For each of the four MSAP purposes, an objective and related performance indicators have been specified, along with the data and other information requirements that could indicate how well the objective is being met. The MSAP performance indicators are intended to help ED identify successes and potential problems among its magnet projects, design technical assistance activities to support federally funded magnet projects, provide performance reports to Congress, and improve the Magnet Schools Assistance Program. The performance indicators are also intended to help school districts showcase their accomplishments, identify and address potential problems, and increase the effectiveness of their programs for students.

Development of the MSAP Performance Indicators

The MSAP performance indicators were produced through a joint effort of ED and the American Institutes for Research (AIR). Magnet school stakeholders were involved in the process of developing these indicators. Involvement of stakeholders included:

- Focus groups at national conferences for magnet school directors and decisionmakers;
- Extended telephone interviews with magnet school personnel and other stakeholders;
- Sharing of drafts with all of ED's desegregation assistance centers;
- Pilot testing at diverse sites with MSAP programs, with two-day site visits;
- Formation of an Expert Work Group of magnet program practitioners, researchers, and evaluators to review the draft indicators and this *Guide*; and
- Review of drafts of the performance indicators and *Guide* by ED stakeholders and by representatives of the U.S. Office of Management and Budget.

Organization of this *Guide*

Each of the four MSAP objectives is the subject of a chapter in this *Guide*. Within each chapter are the following:

- performance indicators and data and information that can provide evidence of success or progress toward meeting the objective;
- examples with data sources and formats that you might find helpful in gathering and reporting data relating to the performance indicators; and
- special issues that relate to the objective and its performance indicators.

Each chapter begins with a table that has the following components:

Objective: One of four objectives that reflect the four purposes specified in the MSAP legislation

Indicators (of success)	Sources of Data and Next Update	
	Application	Annual Project Report
Signs of success for the objective, defined in two or three indicators. Describes what is expected in a district or magnet school that is meeting the objective.	District strategy for meeting the indicator, including baseline and/or supporting data as needed.	Description of the district's progress and success toward meeting indicator. Provides data and other information to show how program implementation and results compare to the plans in the MSAP application. Includes plans for improvements.

ED provides ↓

MSAP applicant provides in application

MSAP grantee provides in annual project reports for years 1, 2, and 3

The *Guide* also includes a Glossary of the terms such as *feeder school* and *targeted school*, and an Appendix, with a complete set of the performance indicators which can be used as a record and checklist and, if you wish, submitted to ED.

An Important Reminder

The performance indicators for the MSAP are *not* a substitute for the MSAP's selection criteria, competitive priorities, or other data requirements contained in the statute, regulations, application package, or performance reporting instructions. Nonetheless, the information necessary to address the MSAP's performance indicators should help you determine how to respond to a number of MSAP selection criteria, competitive priorities, and other information requirements and should minimize your reporting burden by streamlining the various requirements.

Objective 1

Federally funded magnet programs eliminate, reduce, or prevent the incidence and/or the degree of minority student isolation in targeted schools.

The first of the four objectives is at the heart of the Magnet Schools Assistance Program. Objective 1 has four performance indicators. To respond to Indicator 1-1 in your MSAP application, include the information listed in the Application columns on the next page. Charts are often a useful way to provide these data.

To respond to Indicator 1-1 in your annual project reports, include the information listed in the Annual Project Report column on the next page. This information should update the information you provided in the application and should be reported in similar formats.

For each indicator, examples of data sources are provided, often with tables to show how you might present the data in your application and annual project reports. These are intended as guidelines only; you may decide to use other formats that you feel more effectively present your information. You should use the formats that are the least burdensome to produce while still providing the specified information.

Indicator 1-1

Objective 1: Federally funded magnet programs eliminate, reduce, or prevent the incidence and/or the degree of minority student isolation in targeted schools.

Indicator (of success)	Sources of Data and Next Update	
	Application	Annual Project Report
<p>1-1. Minority enrollment in targeted schools.</p> <ul style="list-style-type: none"> Targeted schools with objectives of <i>eliminating</i> or <i>preventing</i> minority group isolation keep their minority enrollments below 50 percent. Targeted schools with the objective of <i>reducing</i> minority group isolation reduce their minority enrollment percentages. 	<p>Provide overall district enrollment at time of application, by minority status, for the grade levels to be included in the magnet schools.</p> <p>List each magnet school and its:</p> <ul style="list-style-type: none"> enrollment by minority status (both number and percentage of students), by grade, at time of application; projected enrollment by minority status (both number and percentages of students), for each year of the proposed project; and objective (to eliminate, reduce, or prevent minority group isolation). If the objective is to prevent minority isolation, provide projected enrollment by minority status, with and without magnet (i.e., operational definition of objective), with both number and percentages of students. <p>If a magnet school is <i>not</i> the targeted school, list both the magnet school and its targeted school. For the targeted school, state the objective, and provide enrollment, by grade and by minority status.</p>	<p>Report overall district enrollment by minority status, for the grade levels included in the magnet schools.</p> <p>For each magnet school:</p> <ul style="list-style-type: none"> provide current enrollment by minority status (both number and percentages of students) and by grade, provide current projections of enrollment by minority status, without the magnet (if appropriate), and report the success or progress in meeting the objective (to eliminate, reduce, or prevent minority group isolation). <p>Describe what these data suggest in terms of changes to your project.</p> <p>If the magnet is a program-within-a-school (PWS), include enrollment for both the PWS and the school, by minority status and grade level.</p> <p>If the magnet school is <i>not</i> the targeted school, provide enrollment data for the targeted school, by grade and by minority status, as well.</p>

Examples for Indicator 1-1

Application. Below are examples of formats you might use in your MSAP application.

District Enrollment

A school district has seven high schools and proposes to implement magnet programs in two high schools. In its application, the district provides the following data, using enrollment figures for October 1 of the application year:

District Enrollment in Grades to be Included in Magnet Project, October 1, 1997

Grade	Number of Minority Students	Percentage of Total Students	Number of Non-minority Students	Percentage of Total Students	Total Number of Students
9	3,487	61.7%	2,165	38.3%	5,652
10	3,370	62.3	2,040	37.7	5,410
11	3,298	62.2	2,005	37.8	5,303
12	3,260	62.4	1,965	37.6	5,225
Total	13,415	62.1%	8,175	37.9%	21,590

Proposed Schools, Objectives, Grade Levels

In addition to enrollment data, the above district lists the schools in which its magnet program will be implemented and indicates the objective (to eliminate, reduce, or prevent minority isolation), type of program (whole school or program-within-a-school—PWS), and targeted grade levels. For example:

Proposed Magnet Schools: Objectives and Grade Levels

Proposed Magnet Schools	Objective	Whole School or PWS	Grades Included in Magnet
Adams High School	Reduce minority group isolation	Whole School	9, 10, 11, 12
Jefferson High School	Reduce minority group isolation	Whole School	9, 10, 11, 12

Baseline School Enrollment

For the high school program described above, the district also provides baseline enrollment data (i.e., October 1 of the application year) for each magnet school, indicating its minority group representation at the time of the application, by grade. For example:

Enrollment in Proposed Magnet Schools, by Grade, on October 1, 1997 (Baseline)

School	Grade	Number of Minority Students	Percentage of Total Students	Number of Nonmin. Students	Percentage of Total Students	Total Number of Students
Adams HS	9	501	91.3%	48	8.7%	549
	10	471	84.1	89	15.9	560
	11	449	81.0	105	19.0	554
	12	422	76.6	129	23.4	551
Total enrollment		1,843	83.2%	371	16.8%	2,214
Jefferson HS	9	797	84.1%	151	15.9	948
	10	761	78.5	208	21.5	969
	11	770	79.3	201	20.7	971
	12	768	77.7	221	22.3	989
Total enrollment		3,096	79.9%	781	20.1%	3,877

Note that the two proposed magnet schools are the targeted schools (i.e., the district is trying to reduce minority group isolation in those two schools). Other high schools are not targeted schools; therefore, grade-level data for the other high schools are not needed.

Projected Enrollments

Finally, the school district provides projected enrollment data for each of the proposed magnet schools for years 1, 2, and 3 of the project, indicating both the number and percentage of minority and nonminority students. The projections reflect the changes in enrollment that will result from implementation of the district's MSAP project. The data do not need to be presented in greater detail than school-level; however, the data do need to be consistent with the objective to reduce, eliminate, or prevent minority group isolation that the district specified for each school. Note that the district uses enrollment data as of October 1 each year. For example:

Projected Enrollment in Proposed Magnet Schools on October 1, 1998

School	Number of Minority Students	Percentage of Total Students	Number of Nonmin. Students	Percentage of Total Students	Total Number of Students
Adams High School	1,817	80.0%	454	20.0%	2,271
Jefferson High School	2,952	75.0	984	25.0	3,936

Projected Enrollment in Proposed Magnet Schools on October 1, 1999

School	Number of Minority Students	Percentage of Total Students	Number of Nonmin. Students	Percentage of Total Students	Total Number of Students
Adams High School	1,758	75.0%	586	25.0%	2,344
Jefferson High School	2,679	68.5	1,232	31.5	3,911

Projected Enrollment in Proposed Magnet Schools on October 1, 2000

School	Number of Minority Students	Percentage of Total Students	Number of Nonmin. Students	Percentage of Total Students	Total Number of Students
Adams High School	1,573	67.5%	758	32.5%	2,331
Jefferson High School	2,428	60.0	1,619	40.0	4,047

Annual Project Reports. In addressing Indicator 1-1 in their MSAP annual project reports, districts use the same formats that they used to show baseline data, and provide enrollment data for each year of implementation, based on the same time of the year. For example, if the districts' application data are based on October 1, 1997, enrollments, they use the October 1, 1998, enrollment data for the year 1 project report. In their year 2 and year 3 project reports, they provide updates, using October 1 enrollment data for those years. For schools in which annual benchmarks (i.e., projected enrollments for the appropriate year of the project) for reaching objectives have not yet been met, districts need to include a discussion of the reasons that the benchmarks were not achieved. These districts also need to describe the changes that they plan to implement in the following year of the project in order to meet the next benchmark or objective.

Special Issues Related to Indicator 1-1

In preparing your responses to Indicator 1-1, review the following special issues to see if any apply to your district:

- **Grade-level data**—The MSAP performance indicators specify grade-level data because changes in enrollment patterns generally occur at entry-level grades (e.g., grade 6 in a middle school) first, and the full impact of a magnet program may not be seen at the school level for several years. Thus grade-level data are specified so that projects can better highlight their progress. In the past, some MSAP-funded projects have reported data by school, rather than by grade. If you find that submitting grade-level data will increase your reporting burden significantly, note this in your application, and state your plans for reporting by school.
- **Program-within-a-school (PWS)**—A district may implement a magnet program for only some of the students in a school. If your MSAP project includes a PWS, provide enrollment data in your annual project reports, by minority status and by grade level, for both the PWS and the school as a whole. If you have several PWSs in one school, provide the data for each PWS and the school as a whole.
- **Magnets that are not targets for reduction, elimination, or prevention of minority group isolation**—In most cases, magnet schools are designed to draw students from several schools or from an entire district or geographic area. The intent is to affect the minority group isolation in the magnet school. Because this is the norm, the indicators assume that focus. In a few cases, however, a magnet school may be designed specifically to affect minority group isolation in another school, which is then known as the *target school*. If you have target schools that are *not* the magnet schools, provide enrollment data in the application and annual project reports for those target schools as well as for the magnet schools, clearly identifying each type of school and its objective.

Indicator 1-2

Objective 1: Federally funded magnet programs eliminate, reduce, or prevent the incidence and/or the degree of minority student isolation in targeted schools.

Indicators (of success)	Sources of Data and Next Update	
	Application	Annual Project Report
<p>1-2. Impact on feeder schools.</p> <ul style="list-style-type: none"> Feeder schools do not become racially isolated or, in districts where the minority enrollment is greater than 50%, minority enrollments in feeder schools do not increase above the district average for the grade levels served by the magnets. Minority enrollments conform to the specifications of the court or State agency that ordered the plan. 	<p>For each magnet school, identify feeder schools and provide both their current enrollment and their projected enrollment for each year of the project by minority status (both number and percentages of students).</p> <p>If feeder school information is not available, describe the way in which your district will ensure that enrollments in nonmagnet schools are not negatively affected by the magnet program.</p>	<p>For each feeder school, provide enrollment by minority status (both number and percentages of students). Describe what these data suggest in terms of changes to your project.</p> <p>If feeder schools are private schools or are located in adjoining districts, list number and percentage of new enrollments (i.e., students not previously enrolled in district).</p> <p>If feeder school information was not provided in your application, report the results of efforts to ensure that minority isolation at nonmagnet schools is not increased by the magnet program.</p>

Indicator 1-2 focuses on the enrollment of feeder schools—those from which you are going to draw students to your magnet schools. Within the MSAP, *feeder schools* are the schools which students would normally attend, if they had not elected to attend the magnet school. For example, if a student would normally attend Park View Elementary School but chooses to attend Riverside Elementary Magnet School, then Park View is the feeder school.

Note that Indicator 1-2 has two bullets. If your district is developing a magnet school program as part of a voluntary desegregation plan, address the first bullet. If your district is developing a magnet program as part of a required plan (a court or State-agency order or other required plan), address the second bullet. In either case, in your application indicate from where you intend to draw students (feeder schools) for each magnet school, and provide enrollment data for these feeder schools as a baseline. If your district does not identify feeder schools, refer to the information in the Special Issues section below.

In your annual project reports, use the same formats that you used in your application. Provide comparable enrollment data (from the same time point, e.g., October 1) to indicate your success in attracting students without contributing to minority group isolation in your feeder schools.

Example for Indicator 1-2

Application. Below are examples of formats you might use to respond to Indicator 1-2.

List of Magnet Schools and Their Feeder Schools

The district described above proposes to implement whole school magnet programs in two high schools. The district intends to draw students from four of its other five district high schools. Students throughout the district can apply to attend any school within the district, and placements will be made by lottery which may take race into account, if necessary. In its application, the district includes the following chart:

Proposed Magnet Schools and Their Feeder Schools

Proposed Magnet Schools	Feeder Schools
Adams High School	Jackson High School Lincoln High School Madison High School Washington High School
Jefferson High School	Jackson High School Lincoln High School Madison High School Washington High School

Baseline for Feeder Schools

After identifying the feeder schools in the application, the example school district provides baseline enrollment data for each. Note that the district consistently uses October 1 data, providing the following table in its application:

Enrollment in Feeder Schools on October 1, 1997 (Baseline)

School	Number of Minority Students	Percentage of Minority Students	Number of Nonminority Students	Percentage of Nonmin. Students	Total Number of Students
Feeder schools: Jackson High	1,644	48.6%	1,739	51.4%	3,383
Lincoln High	1,484	49.9	1,489	50.1	2,973
Madison High	1,582	54.7	1,308	45.3	2,890
Washington High	1,613	57.0%	1,218	43.0%	2,831

In addition, the district includes similar tables with projected enrollment data for each feeder school for each year of the proposed project (i.e., October 1, 1998, October 1, 1999, and October 1, 2000).

Annual Project Reports: In each of its annual project reports, the school district provides October 1 enrollment data, using the same format as for the Enrollment in Feeder Schools table above.

Special Issues Related to Indicator 1-2

- **Required plans**—Required plans such as court orders may establish desegregation standards for feeder schools which are different from the standards used under the MSAP for school districts implementing voluntary plans. If your district operates under a court order that specifies desegregation standards for feeder schools, describe the standard and provide data to show your progress or plans toward meeting that standard.
- **Feeder schools not identified by district**—The MSAP notion of feeder schools (i.e., the schools that students are *drawn away from* to attend a magnet school) depends on identifying students with a particular school as their regular school. In a few districts, students are not identified with a specific school; hence feeder schools cannot be identified and data on the schools cannot be provided. If feeder schools cannot be identified in your district, include in your MSAP application other information that demonstrates that your magnet program is not reducing minority group isolation in one school by increasing it at another school. One way to provide this information is to report enrollment for all schools in the district that include the grade levels in the MSAP magnet schools (e.g., if the MSAP program is offered only in elementary schools, include the enrollments for all of the district's elementary schools).

- **Private schools as feeders**—In the MSAP application, a district may propose to reduce minority group isolation by drawing students from private schools. If your district proposes to do this in addition to drawing students from within your district, you do not need to document the enrollments of these private schools. If your district proposes to draw students *only* from private schools and from public schools outside your district, however, you should gather and report data on the number of students who enroll in each magnet school from private schools or elsewhere.

Indicator 1-3

Objective 1: Federally funded magnet programs eliminate, reduce, or prevent the incidence and/or the degree of minority student isolation in targeted schools.

Indicators (of success)	Sources of Data and Next Update	
	Application	Annual Project Report
1-3. Minority/nonminority distribution. Magnet curricular activities generally reflect the same minority/nonminority distribution as the magnet school (or PWS).	Indicate curricular areas (e.g., classes, grades, subjects) in which you plan to promote broad participation and interaction among different groups of students in the magnet school (or PWS).	Provide data on student participation, by minority status, in areas intended to promote broad participation and interaction, for selected grades or subjects. Describe what these data suggest in terms of changes to your project.

The focus of Indicator 1-3 is the avoidance of minority isolation within a school. Districts use a variety of methods to promote broad participation and interaction among all of their magnet students, and this indicator is designed to accommodate different methods. To address Indicator 1-3 in your application, select strategies that will provide evidence of the participation and interaction of minority and nonminority students within each magnet school. (A number of activities are described in the examples below.) Base your selections on the plans presented in your application to ensure equal access and treatment for project participants and to foster interaction among students of different backgrounds.

In your application, describe the methods that you intend to use to ensure equal access and foster interaction. In your annual project reports each year, provide the data indicating how successful these methods were in each magnet school.

Example for Indicator 1-3

Application and Annual Project Report. The application information for Indicator 1-3 is likely to be text only (perhaps with data to provide a rationale for the activities selected). The examples below include brief descriptions but illustrate formats for data in the annual project report.

Monitoring Minority Enrollment in Academic Classes

Application. In its Application, a district with a science/mathematics magnet high school describes plans to monitor the enrollment of minority group students in higher level academic classes. The district plans to gather data on the number of minority group students in Physics and Trigonometry in that magnet high school.

Annual Project Report. The district's annual project report for year 1 includes the following table:

Student Enrollment in Two Classes, Jefferson Science Magnet, by Minority Status, October 1, 1998

Class	Number of Minority Students	Percentage of Total Students	Number of Nonminority Students	Percentage of Total Students	Total Number of Students
Enrolled: Trigonometry	25	26.9%	68	73.1%	93
Enrolled: Physics	68	43.3	89	56.7	157
Enrolled: School	605	41.7%	847	58.3%	1,452

In its annual project report, the district notes that minority students are under-enrolled in Trigonometry and describes the strategies it will implement during year 2 to encourage minority student enrollment in advanced mathematics classes.

Monitoring Student Assignment to Classrooms

Application. A district describes its plans to monitor the way in which students are assigned to classrooms in a magnet school that will provide a two-way language immersion program. The district will report on the minority/nonminority status of students in each of the school's three first grade classes. (Another grade could have been selected, but the district expected to see the greatest change in the school's minority group representation at the entry-level grades so chose to monitor first grade.)

Annual Project Report. In its annual project report for year 1, the district reports the following data for the classes in its magnet school:

Minority Status of Students in Grade 1 Classes, Wilson Magnet School, October 1, 1998

Grade 1 Magnet Class	Number of Minority Students	Percentage of Minority Students	Number of Nonminority Students	Percentage of Nonmin. Students	Total Number of Students
Class #1	9	36.0%	16	64.0%	25
Class #2	10	38.5	16	61.5	26
Class #3	12	44.4	15	55.6	27
Total	31	39.7%	47	60.3%	78

Other Monitoring Examples

Some districts implement cooperative learning strategies or other means of having students work together in magnet schools, and they emphasize including both minority and nonminority students in these groups. If you decided to use these strategies in your district, you could describe them in your application and monitor them through a principal/ administrator observation form or teacher surveys, reporting the results in your annual project report.

Other possibilities include reporting on the minority status of students who participate in theme-related activities. For example, if your magnet school features a fine arts program, you might collect and report minority status data on the students who participate in school dramas: actors with speaking parts, actors without speaking parts, stage crew, set designers, etc. You might use an observation form to record the frequency and type of classroom interactions involving students from different racial-ethnic backgrounds and to report the findings. If you have a school with a micro-society theme, you might monitor the minority status of students in leadership positions; for a communications magnet that features daily in-school telecasts, you might monitor the minority status of on-camera news reporters.

In each case, state in your application the activities that you plan to monitor at each school; provide the data in your annual project reports. If the data indicate that a strategy is not working, describe the steps that you will take to promote broad participation and interaction among all of the students in the magnet school.

Special Issues Related to Indicator 1-3

- **Required plans**—If your district operates under a required plan such as a court-ordered desegregation plan that monitors within-school integration, those data can be used to address Indicator 1-3. In your application, describe the court-ordered requirements; in your annual project reports, provide the information that you gathered to meet those requirements.

Objective 2

Federally funded magnet programs promote national, state, and local systemic reforms and are aligned with challenging State content standards and student performance standards.

This objective has two indicators and focuses on the magnet program's role in broader school improvement initiatives. The intent of the objective is to ensure that magnet programs are consistent with those initiatives and help support and extend them. It assumes consensus and direction regarding the reforms that are desirable for your state and district, so it requires careful thought about how the magnet program will promote those reform efforts.

Alignment of reform efforts and standards development to magnet programs is essential; however, the ultimate indicator of success is student performance, as demonstrated by scores on achievement tests, portfolios, performance-based assessments, and other measures. Your state and district reform efforts and standard-setting should be directed at improving student achievement for *all* students. Similarly, in developing your MSAP application, you should concentrate on the reforms and standards that will help increase the academic achievement of all of your magnet students. Your responses to the MSAP performance indicators in Objective 2 should be linked to those in Objective 4, Federally funded magnet programs strengthen students' knowledge of academic subjects and skills needed for successful careers in the future.

Indicator 2-1

Objective 2: Federally funded magnet programs promote national, state, and local systemic reforms and are aligned with challenging State content standards and student performance standards.

Indicators (of success)	Source of Data and Next Update	
	Application	Annual Project Report
2-1. National, state and local reforms. Magnet programs play an active role in implementing national, state, and local reforms.	Describe systemic reforms being implemented in your district, the goals of these reforms, and the contributions your magnet program will make to these efforts.	Provide a narrative of up to three pages which describes how your magnet program has supported and extended systemic reforms in your district.

The term *systemic reform* means different things to different people. As defined by many states in developing school improvement plans, *systemic reform* typically includes these three elements:

- setting challenging educational goals for all students;
- aligning policies and actions to promote challenging educational goals; and
- restructuring school governing systems to support improved achievement³.

At the district and school levels, systemic reform typically involves aligning the curriculum with State or district standards, ensuring that professional development is consistent with the standards, and setting clear expectations of what students should know and be able to do at each grade level.

In writing your application, focus on the conceptual framework for your state and on the efforts in your state and district to bring about systemic reforms. Set the context for your district by describing its reform efforts and the goals and objectives of those efforts. Focus only on those reforms that affect students in the grade levels included in your magnet program. Then place your magnet program within this context by describing how your magnet program would fit into this effort and strengthen it.

In your annual project report, in a narrative of no more than three pages, describe the way in which your magnet program has helped implement the reforms. Where possible, supplement this narrative with relevant quantifiable data to provide as complete a picture as possible of your magnet program's systemic reform activities. Also indicate what the data suggest in terms of changes or additional activities for your magnet program.

Examples for Indicator 2-1

The examples below suggest only a few ways in which a magnet program might fit into reform efforts in the district, state, and/or nation.

Professional Development

Application. A district has developed a systemic reform plan that specifies different goals for different schools. The district proposes to establish two magnet schools to support these systemic reform efforts: Franklin and Paine. At Franklin Science Magnet, the goal is that all students will understand the scientific method and be able to apply it to a wide variety of tasks. The district has developed hands-on science activities that are tied to this goal and are aligned with the State standards and curriculum; however, teachers at this school have not been trained in how to provide those activities.

³ See more information on systemic reform, see <http://www.ed.gov/pubs/SER/SysReform>.

Objective 2

At Paine Technology Magnet, the goal is that students will be able to use technology as a tool in academic work in all content areas and in real-life situations. The district has developed a curriculum that integrates technology into academic content areas, but teachers lack the training to implement it fully.

In its application, the district states that all staff at Franklin Science Magnet will receive professional development in hands-on approaches to science instruction and that staff at the Paine Technology Magnet will receive training in the integration of technology into the curriculum. The district describes the plans for providing professional development at these schools in terms of hours of training provided, number of teachers involved, and the expected capabilities that participating teachers will acquire. The district also describes the way in which it will assess the application of the training in classrooms.

Annual Project Report. During year 1, the district keeps track of the professional training offered at each school and the teachers who attended. The district develops an observation form for principals, who gather data on the use of the training in each magnet school. In its annual project report for year 1, the district includes the following table:

Professional Development, Magnet Schools, 1998-99 School Year

School	Type of Training Provided	Hours of Training Provided	Total Number of Teachers on Staff	Percentage of Teachers Participating in Training	Percentage of Teachers Applying Training in Classroom
Franklin Science Magnet	Hands-on science	16	21	100%	57%
Paine Technology Magnet	Integration of technology into classrooms	32	30	93%	89%

In the narrative for its annual project report, the district uses data from its monitoring and the principal observations to describe whether this training seems to be sufficient (and why), whether it is having the intended impact, and what training is planned for year 2. The narrative includes a discussion of the fact that little more than half of the teachers at Franklin Science Magnet are using the training in hands-on science in their classrooms and a description of the district's plans to address that situation.

High Academic Expectations

Application. The systemic reform plan for a state and district includes raising academic expectations for all students. In its application, the district describes its plans to communicate and instill high academic expectations and to measure success by surveying students and teachers regarding their perceptions about the expectations. The two groups will respond to some of the same items so that differences in their perceptions can be identified.

Annual Project Report. The table below depicts a portion of the annual project report information that the district submitted for one of its magnet middle schools.

Student Responses to Survey Items Related to High Academic Expectations, West Side Middle School, Spring 1998

Survey Items	Always		Most of the time		Seldom		Never	
	% of Minority	% of Non-min.	% of Minority	% of Non-min.	% of Minority	% of Non-min.	% of Minority	% of Non-min.
My teachers encourage me to learn and do well.	17%	31%	46%	52%	28%	12%	9%	5%
My teachers have high expectations for what I will accomplish.	14	38	45	41	25	12	16	9
My teachers have high expectations for all students.	13	41	48	38	21	20	18	1
My teachers have higher expectations for me than they have for most students.	2	9	17	17	53	61	28	13
My teachers have lower expectations for me than they have for most students. 18	7	27	27	47	64	8	2	
My teachers treat all students fairly.	15%	20%	44%	53%	28%	24%	13%	3%

Total respondents—754 students: 505 Minority; 249 Nonminority.

The district's full annual project report also includes comparable data from teachers and an analysis of differences in perceptions regarding expectations. With the opening of the magnet school, the racial-ethnic composition of the middle school changed significantly at the entry level (grade 6) so, to explore between-grade differences, the district disaggregates the student survey data by grade. The annual project report includes a discussion of the next steps that the district plans to take on the basis of the survey results.

Parent Involvement—Sign-In

Application. One of the national education goals in Goals 2000 is: By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children,⁴ and a district's State reform efforts emphasize this goal as well. The district decides to focus on increasing parent involvement, particularly in four magnet elementary schools, where parents may live outside the school neighborhood.

In its application, the district describes its plans for involving magnet school parents in at least one of the following activities: attending Open School Nights, serving as classroom volunteers, developing educational materials for parents to use with their children at home, participating in parent workshops, meeting with teachers, and serving on one of several parent advisory groups. Each of these activities will include a component that focuses on ways parents can help improve student outcomes. The district sets goals of 55 percent for parent participation in the Open School Night and 10 percent for the other parent activities, with both percentages representing significant increases from the usual patterns in the district.

Annual Project Report. The magnet schools gather data about parent participation from sign-in sheets (counting each students' parents only once, even if both participated), and the district reports the data in its annual project report with this table:

⁴ Goals 2000: Educate America Act.

Percentage of Students Whose Parents Participated in Magnet Elementary School Activities, 1998-99 School Year

School and Enrollment	Attend Open School Night	Serve as classroom volunteer	Develop home teaching materials	Participate in parent workshop	Meet with teacher	Serve on parent advisory group
Ross Communications Magnet Enrollment: 402	60%	9%	1%	6%	16%	2%
Midtown Microsociety Magnet Enrollment: 460	47	10	2	9	24	3
Riverside School of Inquiry Enrollment: 390	49	7	8	4	20	2
Anthony Performing Arts Magnet Enrollment: 372	54%	5%	2%	3%	22%	4%

In the annual project report, the district notes that only one school met its goal for Open School Night, and one just missed it. The district discusses participation in the other activities in terms of the 10 percent goal.

The district also disaggregates the data to determine the extent of involvement of parents of students who reside outside each school's neighborhood, and it finds that participation among these parents is extremely low: about 32 percent for Open School Night and less than 2 percent for other activities. In the annual project report for year 1, the district includes its plans for increasing parent involvement during the next year, including steps to identify the reasons for the low level of involvement among parents of students who live outside the school neighborhoods. The district also describes specific strategies it will use to increase parental involvement in all of its magnet schools (e.g., assessing parent interest in other activities instead of, or in addition to, the six it had emphasized in year 1; disseminating more information about home teaching materials and parent workshops; and changing the times during which teachers are available for parent-teacher conferences).

Parent Involvement—Survey

Application. Another district sets a parent involvement goal of having 70 percent of parents participate in at least one activity that is designed to improve student outcomes. The application describes a range of activities in which parent involvement will be solicited at four magnet elementary schools. The district describes a parent survey that will be developed and administered to monitor that involvement.

Annual Project Report. In the Spring of year 1, the magnet program conducts a parent survey that includes a list of all of the activities in which parents have been encouraged to participate. Parents are asked to check off each of the activities in which they have been involved. The district uses the data to prepare the following table for their annual project report for year 1:

Parent Participation as Reported on Parent Survey, Spring 1999, by Magnet School

School and Enrollment	Number of Respondents	Percentage of Respondents Participating in:			
		0 activities	1 activity	2-4 activities	5+ activities
Hoover Elementary Enrollment: 432	350	13%	62%	21%	4%
Johnson Elementary Enrollment: 437	271	6	71	20	3
McKinley Elem. Enrollment: 231	194	13	54	30	3
Wilson Elementary Enrollment: 507	289	39	51	10	0
Total Responses	1,104	18%	60%	20%	2%

In its annual project report for year 1, the district points out that more than 30 percent of the parents did not respond, and it describes plans for ensuring that a higher response rate is attained for the year 2 parent survey (e.g., issuing the survey in two languages as well as English). The district also notes that of the parents who responded to the year 1 survey, 82 percent participated in one or more activities, but most respondents participated in only one. The district acknowledges that the goal of 70 percent was not reached at Wilson Elementary, and it describes plans for increasing parent participation (e.g., serving food at parent functions, providing babysitting services for students' younger siblings) at the magnet schools.

Special Issues Related to Indicator 2-1

- **Lack of a well-developed state reform plan.** Some states have comprehensive, well-documented school improvement plans in all areas. If your state plan is not fully developed in an area that is important to your application, or if the plan developed relies more on local interpretation, concentrate on local reform efforts and, with other local decision-makers, determine how your magnet program can facilitate and extend those reforms. In your application, describe those efforts and the magnet program's role in them.
- **Need for clarity, specificity.** If you write that Inservice training was offered to all teachers in the magnet elementary schools, you could be describing anything from a leaflet posted on a bulletin board to lengthy training in which all teachers in a school participated. Be as specific as possible, describing the impact of each training activity, its length (i.e., hours of training), number of participants, and its role in promoting systemic reform. Try to be clear and specific throughout your application and annual project report.

Indicator 2-2

Objective 2: Federally funded magnet programs promote national, state, and local systemic reforms and are aligned with challenging State content standards and student performance standards.

Indicators (of success)	Source of Data and Next Update	
	Application	Annual Project Report
2-2. State content and performance standards. Project designs explicitly provide evidence of the use of challenging State content standards and student performance standards. These are reflected in the program curriculum and in planned student assessments aligned to the curriculum.	<p>Indicate whether your state has a set of challenging content standards and student performance standards in the core subjects (e.g., reading, writing, math, science). If No, indicate whether such standards are being developed and in what subjects, and briefly describe the standards you are using in lieu of State standards.</p> <p>Indicate whether your state, district, or school has developed an assessment to measure performance against those standards. If Yes, indicate the subjects and whether you plan to use the assessment. If No, describe the assessment you intend to use and why.</p>	<p>Identify any exceptions or changes to application information. Submit the assessment data as part of Objective 4.</p>

Many states have developed content standards and have either developed or adopted an assessment to measure student performance against those standards. In your application, briefly describe the way in which your state's content standards are reflected in the curriculum. Also describe your State assessment (e.g., the academic subjects it includes, the grade levels at which it is administered), and affirm your plans to use it for measuring the achievement of your magnet students.

If your state or district does *not* have content standards or has not yet developed an assessment to measure performance against those standards, describe in your application the performance standards and assessment (or assessments) that you plan to use for your magnet program, and provide the rationale for this decision.

Because the assessment results are an indicator of academic achievement, report them in your annual project report as part of Objective 4 (described later in this *Guide*). Note that Indicator 4-1 calls for comparisons to other students in the district, by grade and by minority/nonminority status, so be sure to include comparisons in the academic achievement data you specify for Indicator 2-2.

It is assumed that your magnet program will be carried out in the way you propose in your application. Because reform is ongoing, however, at some point your original plans may no longer be feasible or applicable. For example, if you proposed to use a state assessment to measure student performance and the state dropped one assessment and adopted another one after you submitted your application, your plans cannot be implemented as proposed. If changes occur between the time of your application and the time of the annual project report, you need to bring the situation to the attention of your ED program officer as soon as possible. In addition, describe that change in your annual project report and specify your revised strategy for addressing the performance indicator.

Example for Indicator 2-2

Writing Standards

Application. In its application, a district presents plans for developing an elementary magnet school that will emphasize writing in all content areas. The writing curriculum will be based on the State content standards for writing. The district describes the standards (e.g., one standard for fourth grade students is to be able to construct sentences with correct subject/verb agreement and verb tense, capitalization, punctuation, and effective word choices that convey the intended meaning) in its application.

The district also describes the way in which the curriculum will be linked to the writing standards and its plans to develop rubrics for use in assessing student performance. (The State assessment does not include writing.) The district plans to survey the magnet school teachers to measure their perceptions about the standards, rubrics, and writing curriculum.

Annual Project Report. In the annual project report, the district reports on the teacher survey, with the following table:

**Teacher Responses to Items Related to Writing Standards and Rubrics,
Jefferson Writing Magnet, Spring 1999**

Survey Item	Strongly Agree	Agree	Disagree	Strongly Disagree
The writing standards are appropriate for my students.	57%	36%	7%	0%
I am able to cover all of the skills students need to meet the standards for this grade.	29	47	13	11
The district rubrics are useful in assessing student performance in writing.	24	56	17	3
I have used the writing rubrics in planning my classroom instruction.	47%	33%	16%	4%

Total respondents: 75 teachers (100% of Grade 1-5 staff)

The district reports on student achievement in meeting the writing standards at this magnet school in addressing Objective 4 (e.g., with a table that summarizes student performance on the writing objectives, by grade).

Special Issues Related to Indicator 2-2

- **Definition of *challenging State content standards and student performance standards*.** Focus on the standards that have been adopted for your state and that apply to the schools and students you will include in your magnet program. If your state does not have clearly defined standards for some of the content areas to be included in your magnet program, either use those adopted by national professional organizations (e.g., the National Council of Teachers of Mathematics standards, the National Science Education standards) or work with district educators to develop your own. You can also use the Internet for information; for example, some State Departments of Education provide information about their State content standards and student performance standards. The desegregation assistance centers, comprehensive assistance centers, regional educational labs, and other federally supported technical assistance providers can also advise you.
- **State assessments not linked to standards.** If your state has not yet adopted an assessment that is linked to State content and performance standards, look at your district assessment program, and, within that context, determine the best way to measure the performance of magnet students against your state and local standards. In your application, describe the assessment that your magnet program will use and the rationale for selecting that assessment (or assessments).

Objective 3

Federally funded magnet programs feature innovative educational methods and practices that meet identified student needs and interests.

Objective 3 helps you show what your magnet program can do that is unique and exciting and brings diverse groups of students together to learn. This objective gives you the opportunity to showcase the ways in which your MSAP grant has an impact: the capabilities your magnet schools have that were not possible before the magnet program was implemented, or the new strategies in your project magnet schools that are based on educational research and promising practices.

To be considered *innovative*, a magnet theme or program strategy does not have to be one your district creates: it can be one that has been used successfully outside your district and shows promise of success in your district. Or it may have been used successfully in your district and is so popular and successful that replication seems warranted. More important than the type of innovation you choose is the rationale for selecting it. It is critical that both the innovative theme and the educational methods and practices for each magnet school be carefully chosen so that the needs and interests of students in your district are met. It is also critical that these innovations have the support and commitment of the principal and staff who will implement them.

Indicator 3-1

Objective 3: Federally funded magnet programs feature innovative educational methods and practices that meet identified student needs and interests.

Indicators (of success)	Source of Data and Next Update	
	Application	Annual Project Report
3-1. Innovative themes. Magnet programs incorporate innovative themes and elements that meet identified student needs and interests.	Describe the themes and elements in the magnet program that will meet identified student needs and interests, and provide a rationale for selecting these themes and elements.	For each magnet school, provide a narrative of up to two pages which describes how the magnet program has implemented these themes and elements and how they are meeting identified student needs and interests.

The key to reporting on this indicator in the application is describing what will be innovative about the magnet school (i.e., how it will differ from other schools at those grade levels) and on what basis the theme and its elements were selected (i.e., the evidence you have that a school with this theme will meet identified needs and promote academic excellence for a diverse group of students in your district).

In the application, describe each proposed magnet school, the theme it will feature, and the rationale for selecting that theme. Provide the context for this rationale by telling how each school will meet the educational needs and interests of all of its magnet students.

In the annual project reports, describe the program implemented at each magnet school during that year. Provide a brief written description (up to two pages) of how the themes have been pursued and how the needs and interests of different students have been met at each magnet school. These narratives serve as a progress report on implementation, indicating what has been done at each school and, if applicable, what remains to be done to meet needs and changing circumstances. As with Objectives 1 and 2, include **quantitative data** whenever possible and appropriate.

Examples for Indicator 3-1

Microsociety Elementary School

Application. A district documents a significant increase in discipline problems in its schools and a growing apathy among students who believe that school has little relevance to their lives. After investigating numerous themes used successfully in other areas, the district conducts a parent survey to assess interest in magnet schools with these themes. A significant number of parents, broadly representative of the entire school community, rate the theme ideas and express support for an elementary school with a microsociety theme. The district also assesses interest and support for the microsociety theme among the district's administrators and teachers. In its application, the district includes the results of the parent survey and staff assessment, and describes the specific student needs (e.g., good citizenship skills; ability to apply reading, math, science, and social studies skills to real-life situations) that it believes the microsociety will meet.

Annual Project Report. In the annual project report, the district tells how the microsociety has been implemented: the governing structure (a mayor, elected council, courts) and the various units within the microsociety (e.g., a post office, newspaper, restaurant, school supply store); how it has fostered interactions among students of different backgrounds; and how it has addressed the identified student needs. The district includes descriptions of both the elements that are working well to meet student needs and those elements that need to be revised.

Montessori Elementary School

Application. In its application, a district describes its plans to establish a Montessori magnet school and cites support from a parent survey (e.g., To which of the following eight magnet themes would you most like to send your child?) and from a district teacher survey (e.g., descriptions of possible themes and the items Please indicate your interest in teaching at a magnet

school with each of these themes and Indicate your willingness to participate in training to implement those themes). The district delineates identified needs among the district's elementary students and the characteristics of the Montessori program that it believes will address those needs.

Annual Project Report. In its annual project report, the district briefly describes the Montessori training provided for this school's teachers (including how many teachers were trained and for what length of time), the changes in classrooms (e.g., special materials and learning centers) that have been made in implementing the program, and the ways in which the program addresses student needs and engagement. It evaluates implementation briefly, noting changes and improvements that are needed.

High Tech Science Program—Middle School

Application. A district proposes to establish a middle school program with a high-tech science program as its theme. A similar magnet school has been operating in the district for several years, with notable success. The district notes in its application that the existing high-tech science school has such a long waiting list that the district is confident that another school of this type can draw students without negatively affecting enrollments in the other school. The district reports the results of student and parent surveys, showing interest in this type of program from all segments of the community. The application also includes the scores of the districts' middle school students on a standardized assessment, indicating that science achievement at the existing high-tech middle school is greater than the district average and that too few minority group students and students from lower income families pursue high-tech science programs.

Annual Project Report. In its annual project report, the district briefly describes the changes in science course offerings and activities to upgrade the content of the curriculum. It presents the steps taken to ensure that the program attracts a diverse student body and to help those students with weaker skills at the time of entry achieve success. The district describes the way that technology is being infused into the science curriculum, the coordination and collaboration that is taking place among science teachers and the teachers of other core subjects, and the difference that the program has made in student achievement. (The district includes test scores as part of Objective 4.) The district also provides its plans for further implementation and for revisions it believes are necessary to meet student needs better.

Indicator 3-2

Objective 3: Federally funded magnet programs feature innovative educational methods and practices that meet identified student needs and interests.

Indicators (of success)	Source of Data and Next Update	
	Application	Annual Project Report
3-2. Innovative educational methods and practices. Magnet programs incorporate innovative educational methods and practices that promote student achievement.	Identify the elements in the magnet program that will promote student achievement, and provide a rationale for selecting these elements.	For each magnet school, provide a narrative of up to three pages which describes activities, methods, and practices, each of which meets all of these criteria: <ul style="list-style-type: none">• is related to the magnet theme,• was not produced in the school prior to the magnet program,• is used by at least two teachers in the school, and• impacts the achievement of 20 or more students.

Indicator 3-1 asked you to provide general descriptions of the themes and elements you have chosen for the various magnet schools in your district and your reasons for selecting them. For Indicator 3-2, narrow your focus to classrooms within the magnet schools (or PWSs) and the innovative practices to be employed to promote student achievement. Thus, in your application, describe the methods and practices that will affect the day-to-day activities in the classroom and the reason that those methods and practices are being implemented. These may be related to the theme—and will often reflect the theme—but they may also be related to teaching strategies.

In your annual project report, provide a brief narrative (up to three pages) about activities, methods, and practices that have been put in place during that year, limiting your narrative to those that meet the four criteria listed. Note that the criteria emphasize the changes brought about by the magnet program: new methods and practices that are carried out by more than one teacher and affect more than 20 students. Again, where possible, include **quantitative data** to indicate the extent to which the methods and practices you described in your Application have been implemented.

Examples for Indicator 3-2

Professional Development in Interdisciplinary, Project-Based Instruction

Application. In its application, a district presents its plans to emphasize interdisciplinary, project-based instruction to promote student achievement at two magnet middle schools. The district states that it will provide intensive professional development in related strategies to the teachers of all three grades (i.e., 6, 7, and 8). The district also describes its plans to conduct a post-training survey of the teachers at these two schools, asking them to consider specific strategies identified for implementation and to indicate their opinions about the effectiveness of these strategies in meeting student needs by assigning ratings on a four-point scale (from 1, Very Effective, to 4, Very Ineffective). To supplement this information, the district also plans to ask teachers to indicate their level of comfort in using each strategy (from 1, Very Comfortable, to 4, Very Uncomfortable), providing the district with help in identifying additional training needs.

Annual Project Report. In its annual project report, the district summarizes the results of the teacher survey as shown in the table below. The district also describes the type, amount, and level of participation in the training, and it provides examples of the types of projects that are being implemented in each grade.

Percentage of Teacher Ratings of the Effectiveness of Innovative Strategies and Their Levels of Comfort, by School, Spring 1999 Teacher Survey Findings

School	Strategy	Perceived Effectiveness of Strategy in Promoting Student Achievement (1=Very Effective to 4: Very Ineffective)				Comfort Level in Using Strategy (1=Very Comfortable to 4=Very Uncomfortable)			
		1	2	3	4	1	2	3	4
Adams MS Staff: 42	Interdisciplinary instruction Participating: 40	45%	24%	10%	21%	37%	25%	20%	18%
	Project-based instruction Participating: 42	33	41	19	7	26	15	33	26
Taft MS Staff: 52	Interdisciplinary instruction Participating: 51	49	27	14	10	45	33	18	4
	Project-based instruction Participating: 51	78%	16%	0%	6%	74%	20%	4%	2%

In the annual project report, the district also suggests the steps it is taking at these two schools to gather more information. As the table indicates, almost one third of the Adams staff and about one fourth of the Taft staff feel that interdisciplinary instruction is either Somewhat Ineffective or Very Ineffective with their students, so the district wants to learn why they feel this way and what changes in approaches and/or training are needed.

Teacher-Selected Innovative Methods and Practices

Application. In its application, a district proposes to use whole language, interdisciplinary instruction, cooperative learning, higher order thinking skills, and team teaching to implement its magnet program. After consultation with the staff members who would implement them, the district selects innovative methods and practices for each magnet school. Teachers will be trained in these methods and practices and use them in the magnet schools. Time will be set aside for meetings to discuss implementation problems and develop solutions. During the school year, an administrator will make observations, using a checklist to ensure that each teacher is using the methods and practices appropriately.

In the application, in reviewing the plans for each school, the district states that the teachers at the Mountain View Discovery Magnet, which will feature an inquiry-based curriculum, will be trained to help students develop higher order thinking skills, to team-teach, and to use portfolio assessments to evaluate student work.

Annual Project Report. In the annual project report, the district summarizes the checklist data:

Use of Innovative Methods and Practices as Noted on Administrator Checklists, by School, 1998-99 School Year

School	Methods and Practices	Percentage of Teachers Using Method, Practice
Mountain View Discovery Magnet	Higher order thinking skills	78%
Total number of teachers: 41	Team teaching	85
	Portfolio assessment	100
(District lists other magnet schools and their methods and practices)		

The district also discusses the next steps that those data suggest (e.g., determining the reasons why some teachers are not using the methods and practices—insufficient training, unsatisfactory experience, lack of motivation, or other reason—and planning appropriate actions).

Interdisciplinary Activities and Materials

Application. In its application, a district proposes to establish a magnet school with a communications theme. The curriculum will meet core State content and performance standards. As a part of this program, connections are to be established with schools in four foreign countries through e-mail, web pages, and fax messages. Teachers of the core subjects at each grade level are collaborating to plan interdisciplinary activities and develop materials, for example, by having students investigate the geography, government, economy, and culture of each country and presenting their findings in multimedia presentations. The general plans are included in the application.

Annual Project Reports. The district provides more specific information in the annual project report, with a narrative that lists the countries investigated, the types and frequency of contacts, examples of activities undertaken by several classes. In the annual project report, the district also considers how well the program is meeting standards and promoting student achievement, and it reports student achievement data as part of Objective 4.

Objective 4

Federally funded magnet programs strengthen students' knowledge of academic subjects and skills needed for successful careers in the future.

Objective 4 looks at how your project makes a difference in terms of student achievement. In your application, describe how you are going to measure your success in strengthening students' knowledge and skills; in your annual project reports, provide the data from those assessments.

Indicator 4-1

Objective 4. Federally funded magnet programs strengthen students' knowledge of academic subjects and skills needed for successful careers in the future.

Indicators (of success)	Sources of Data and Next Update	
	Application	Annual Project Report
4-1. Improved student achievement. Magnet students show achievement gains in core subjects, as well as in applied learning skills, which meet or exceed the gains for students in the district as a whole. (Applied learning skills include higher order thinking skills, individual problem-solving ability, communication skills, computer skills, and ability to contribute to group projects.)	Describe how increases in academic knowledge and applied learning skills will be assessed, overall and by minority status. Identify criteria for defining <i>magnet student</i> , measures to be examined, and relevant comparison or reference groups, where appropriate.	Document the results from these assessments, overall and by school, grade, and minority status. Include both the number and percentage of students who meet the standard for performance. Describe what these data suggest in terms of changes to your project.

In addressing Objective 2, you indicated whether you are using your State assessment to measure student performance against the State standards or are using a different, specified assessment. In addressing Objective 4, in your application identify other quantifiable data you will gather to measure magnet students' knowledge and skills (e.g., in aspects emphasized by your magnet program). In your annual project reports, provide the data from your State assessment or other measures, for both Objective 2 and Objective 4.

In your application, identify the criteria that will be used to **define magnet student** for the purpose of assessing student achievement. For a whole school program, include information on how long students must be enrolled in the program to be considered a magnet student (or which students are not identified as magnet students; e.g., those who attend the magnet school for less than one semester). For a PWS, indicate the number of courses or the percentage of the school day in which students must be involved in the magnet program to be considered a magnet student.

Within these constraints, your district can establish its own definition of *magnet student*. Make your definition clear in your application and then use it consistently in reporting program data in your annual project reports.

In your application, also indicate **how you are going to measure changes in student achievement over time** (e.g., through growth over time in individual student performance, through comparison of cross-sectional data for students at particular grade levels, or through assessments of students relative to school or district standards) and **what measures you will examine** (e.g., grades, test scores, ratings of work in portfolios, completion rates, percentage of students meeting State benchmark standards). Also in your application, identify **relevant comparison or reference groups**. Indicator 4-1 calls for comparisons to other students in the district, by grade and by minority/nonminority status. If other comparisons are to be used as a part of your evaluation design, describe them as well. For example, the comparison might be to the scores of non-magnet students in a school that is matched to the magnet school on socioeconomic status and racial-ethnic representation, or to data on State proficiency levels or other specified comparisons. If you want to assess skills that other students in your district or state are not expected to develop (e.g., specific theme-related skills), you may be limited to within-group and cross-year comparisons for them.

In your annual project reports, provide the data described in your application, using the **same time points** each year (e.g., Spring administrations of a State assessment). Include relevant data covering all students who meet your definition of *magnet student* (i.e., meet the criteria you established in your application for the purpose of assessing student achievement) and, if applicable, all students in your comparison groups.

For Indicator 4-1, choose the measures and formats that are the most meaningful and least burdensome for your district. A number of formats are included in the examples below; however, if others seem more appropriate for your program, use them.

Examples for Indicator 4-1

State Reading and Mathematics Assessments

Application. To measure the academic achievement of its students, a district uses a State reading and mathematics assessment that is administered each Spring to students in grades 3, 5, 8, and 10. In its application, the district describes its plans to use that assessment to measure the academic achievement of its elementary school magnet students. The district also spells out its definition of *magnet student* and states its plans to focus on changes in student scores over time. It provides

Objective 4

district averages for the assessment and includes objectives for achievement at each magnet school in year 1, in terms of average scores in reading and mathematics.

Annual Project Report. In its annual project report, the district reports the scores, by school, by grade, and by minority/nonminority status. The following table shows the data for one of the district's magnet elementary schools.

Curtis Elementary Magnet School, State Achievement Test Scores of Magnet Students in Reading and Mathematics, by Grade and by Minority Status, April 1999

Grade	Number and Percentage of Students		School: Average Score in Reading		District: Average Score in Reading		School: Average Score in Math		District: Average Score in Math	
	Min.	Nonmin	Min.	Nonmin.	Min.	Nonmin.	Min.	Nonmin.	Min.	Nonmin
3	55 / 44%	70 / 56%	180	211	175	192	220	231	210	220
5	73 / 55%	59 / 45%	247	252	250	258	285	287	283	264
(District lists other grades)										

In its year 1 annual project report, the district compares actual results achieved to those anticipated in its application objectives. In year 2, the district also compares the year 2 performance to that of year 1 and reports the data in the year 2 annual project report. The results help inform the magnet program of necessary improvements, and plans for any changes to the program are also included in the annual project report.

State Graduation Exit Examination

Application. In its application, a district proposes to implement a PWS in a high school and defines *magnet student* as one who takes at least three courses in the PWS and is enrolled for two semesters or more. The district describes plans to monitor the achievement of the magnet high school students in several ways. One is to look at the number of students who pass a State graduation examination on the first attempt. The examination is administered to juniors in the Fall and Spring, and it includes three subjects: reading, language, mathematics. The application states that the objective is to have at least 65 percent of the magnet students pass the exam on their first try.

Annual Project Report. In the annual project report for year 1, the district provides results in the following table:

Number and Percentage of Students Passing the Graduation Examination on Their First Attempt, Paine Magnet High School, 1998-99 School Year, by Subject, by Minority Status

Subject	1998 Fall		1999 Spring		1998-99 Composite	
	No. and% of Minority Students Passing	No. and% of Nonmin. Students Passing	No. and% of Minority Students Passing	No. and% of Nonmin. Students Passing	Total: Minority Students Passing	Total Nonmin. Students Passing
Reading	78 / 76%	64 / 79%	106 / 72%	94 / 78%	184 / 73%	158 / 79%
District Total	215 / 57	158 / 60	398 / 64	522 / 59	613 / 61	680 / 59
Language	65 / 63	46 / 57	71 / 48	76 / 63	136 / 54	122 / 61
District Total	201 / 53	149 / 57	276 / 44	538 / 61	477 / 48	687 / 60
Mathematics	52 / 50	39 / 48	60 / 41	59 / 49	112 / 45	98 / 49
District Total	187 / 49%	158 / 60%	407 / 65%	541 / 61%	594 / 59	600 / 52%

Students taking examination in Fall 1998: 103 minority; 81 nonminority (school); 379 minority and 262 nonminority (district); in Spring 1998: 148 minority; 120 nonminority (school); 625 minority and 882 nonminority (district).

In the year 1 annual project report, the district notes that the 65 percent objective was reached only in reading, and it presents its plans for increasing student achievement, particularly in language and mathematics courses. In its year 2 report, the district compares performance over the two years, highlighting gains and describing how the data are informing plans for year 3 activities.

Teacher Checklist Core Subject Skills

Application. In its application, a district describes its plans to report the success of its magnet students in grades 3-6 in carrying out activities on teacher checklists for the four core subjects: reading, mathematics, science, and social studies. (These scores are provided in addition to the achievement scores that relate to State content standards and student

Objective 4

performance standards.) The checklists specify the same activity at each grade level, but with tasks of increasing complexity as students progress through the grades. Teachers have rubrics to use in scoring student work. The objective is to have at least 90 percent of students successfully complete the activities on the checklist.

Annual Project Report. The district summary of the results in social studies for one school includes the following:

Number and Percentage of Students Successfully Completing Activities in Social Studies, Mayflower Magnet School, by Grade and by Minority Status, 1998-99 School Year

Activity	Grade 3		Grade 4		Grade 5		Grade 6	
	Minority	Nonmin.	Minority	Nonmin.	Minority	Nonmin.	Minority	Nonmin.
	Total: 103	Total: 50	Total:102	Total:60	Total: 101	Total: 59	Total: 99	Total: 52
Use a variety of sources (e.g., maps, globes, and atlases) to analyze the impact of geography on people and nations.	95 / 92% *	45 / 90%	89 / 87%	56 / 93%	97 / 96%	55 / 93%	96 / 97%	51 / 98
Read, understand, and interpret charts, graphs, and cartoons.	83 / 81	43 / 86	85 / 83	50 / 83	92 / 91	53 / 90	95 / 96	49 / 94
Use technology to complete social studies projects or assignments.	85 / 83%	41 / 82%	76 / 75%	47 / 78%	89 / 88%	48 / 81%	91 / 92%	48 / 92%

* Percentage of total minority/nonminority group students in grade (e.g., for Grade 3, 95 = 92% of 103).

The district provides similar tables for its three other magnet schools. Because the activities and measurement are implemented in the magnet schools only, no district comparison is made. In its annual project report for year 1, the district points out that the 90 percent success objective was attained only in grade 6. It discusses the steps that it plans to take during year 2, particularly in grades 3 and 4, to help more students gain the skills needed for these activities. In its annual project reports for years 2 and 3, the district reports changes in percentages.

Portfolio Assessment Job Preparation and Life Skills

Application. A district's application includes a description of plans to emphasize job preparation and life skills in its three magnet middle schools. The skills are those defined in its State standards and the SCANS competencies⁵. The application states that student achievement will be measured by the students' score on a student portfolio that is to include the following items:

- a completed job application, using forms provided by local businesses and industries;
- a resume, demonstrating word processing skills and a grasp of resume content;
- a pay stub for a week's work at minimum-wage, with student-calculated deductions (FICA, state tax, federal income tax); and
- a household budget, demonstrating the student's skills in developing a spreadsheet, based on entry-level wages for a local business, and including housing, food, utilities, clothing, entertainment, transportation, and medical costs.

Teachers will develop a 100-point scoring rubric for the portfolio, detailing points for differing levels of accomplishment on each item included in the portfolio and specifying three benchmarks for proficiency levels.

Annual Project Report. The district reports on student performance at each school:

⁵ The benchmarks for entry-level job skills developed by the Secretary of Labor's Commission on Achieving Necessary Skills (SCANS)

Number and Percentage of Grade 8 Magnet Students Scoring at Three Benchmarks on Vocational Skills Portfolio, by School and by Minority Status, 1998-99 School Year

School and Enrollment	Number and Percent of Students Scoring < 70 Points		Number and Percent of Students Scoring from 71-85 Points		Number and Percent-of Students Scoring from 86-100 Points	
	Minority	Nonmin.	Minority	Nonmin.	Minority	Nonmin.
Carver Magnet School Grade 8 —452 students: 325 min.; 127 nonmin.	39 / 12%*	6 / 5%	182 / 56%	68 / 53%	104 / 32%	53 / 42%
Jackson Magnet School Grade 8 —528 students: 375 min.; 153 nonmin.	42 / 11	14 / 9	186 / 50	78 / 51	147 / 39	61 / 40
Wilson Magnet School Grade 8—615 students: 363 min.; 252 nonmin.	45 / 12	68 / 27	244 / 68	86 / 34	74 / 20	98 / 39
Total—1,595 students: 1,063 min., 532 nonmin.	126 / 12%	88 / 16%	612 / 57%	232 / 44%	325 / 31%	212 / 40%

* Percentage of total minority/nonminority students in grade 8.

The district notes that 14 percent of its magnet middle school students are *not* meeting the benchmarks for these vocational skills, and it describes its plans to improve skill attainment. In its annual project reports for years 2 and 3, the district provides cross-year comparisons to assess improvements.

Indicator 4-2

Objective 4. Federally funded magnet programs strengthen students' knowledge of academic subjects and skills needed for successful careers in the future.

Indicators (of success)	Sources of Data and Next Update	
	Application	Annual Project Report
4-2. Vocational skills. <i>(Optional for federally funded magnet schools or PWSs that do not feature development of specialized skills)</i> Magnet students demonstrate knowledge and proficiency in vocational skills related to the magnet theme.	Describe the specific skills to be developed and how proficiency in these skills will be assessed, overall and by grade and minority status. Identify the standard for performance and the measure to be used against that standard.	Document the results from these assessments, overall and by school, grade, and minority status. Include both the number and percentage of students who meet the standard for performance. Describe what these data suggest in terms of changes to your project.

Note that this indicator is intended for magnet programs that teach students specific vocational skills that are related to the magnet theme, as opposed to skills that can be generalized for many possible jobs and vocations (which are included in Indicator 4-1). Examples of the specific vocational skills included in Indicator 4-2 are the ability to fly a plane, medical skills such as the ability to measure blood pressure, technology skills such as the ability to develop software programs, and communications skills such as the ability to operate a video editing machine. If your magnet program is designed to teach students specific vocational skills of this type, address Indicator 4-2. If it does not, you may omit Indicator 4-2.

In your application, describe the specific vocational skills that magnet students are expected to gain through your program and the way that you will measure their attainment. In your annual project report, provide the results of those measures, by school, by grade, and by minority status.

Examples for Indicator 4-2**Performance-Based Assessment Video Production**

Application. A district proposes to implement a PWS in a high school with a communications theme and a state-of-the-art television studio. In its application, the district describes plans to assess students' production skills. Each student is to develop a 10-minute video, writing the script, directing and filming student actors, editing the film, and adding computer-generated visuals. To measure achievement, the district has developed a 60-point scoring rubric with three benchmarks, which it includes in its application.

Annual Project Report. The district provides the results of the performance-based assessment, based on the rubric, in its annual project report for year 1. It includes the following table:

**Student Scores in Video Production, Central High Communications Magnet,
1998-99, by Minority Status**

Grade	Number of Students		Number of Minority Students Scoring:			Number of Nonminority Students Scoring:		
	Minority	Non-minority	< 30 points	30-45 points	46-60 points	< 30 points	30-45 points	46-60 points
Grade 9 Total : 8	3	5	1	0	2	0	4	1
Grade 10 Total: 20	12	8	0	5	7	1	5	2
Grade 11 Total: 10	6	4	2	1	3	0	3	1
Grade 12 Total: 25	16	9	2	6	8	2	0	7
Total: 63 students	37	26	5	12	20	3	12	11
% of Total students	59%	41%	14%	32%	54%	11%	46%	43%

The district also states its plans to continue use of the rubric so that cross-year comparisons can be made.

Other Examples

A magnet program that offers students the opportunity to learn to fly could collect and report data on the number of students (by school, by grade, and by minority status) who pass their pilot tests. A performing arts magnet might include performance-based assessments that look at students' roles in productions. For example, teacher checklists might be developed for the costumers, makeup artists, set designers, and stage hands for a drama production, and each student might be expected to attain specified skill levels in several of these roles over a school year. Other magnet programs that focus on specific skills might look at related information. For example, a health science magnet program might include a test of students' knowledge about health career possibilities in addition to being a doctor or nurse.

Special Issue Related to Indicator 4-2

In some instances, the test score data needed for an annual report are not available when the annual report is due to ED. If this occurs in your district, include in your annual project report a discussion (and other data) about the status of accomplishments related to your student achievement objectives, and state when the missing data will be available. When the data *are* available, submit them in an amendment to your annual project report, along with a further discussion of your progress in attaining student achievement objectives. If substantial progress is not being made in achieving these objectives, discuss the necessary changes in strategies that are being implemented.

Glossary

Note: Terms appearing in italics are defined in the program regulations for the Magnet Schools Assistance Program at 34 CFR 280.4(b).

Applied learning skills	Skills that students are likely to need as adult workers but that are not directly linked to an academic course of study, including, for example, individual problem-solving, accountability, facility in oral and written communication skills, and ability to contribute to group projects.
Baseline	The starting point for comparing measurements. For enrollment data, the starting point is the enrollment of a school the year before the magnet program was implemented.
Content standards	Descriptions for what students should know and be able to do in specific academic areas at each grade level.
Curricular activities	Projects, events, and tasks related to the curriculum of a school and carried out during regular school hours. All students are expected to participate in these activities.
<i>Desegregation</i>	In reference to a plan, a plan for the reassignment of children or faculty to remedy the illegal separation of minority group children or faculty in the schools of an LEA or a plan for the reduction, elimination, or prevention of minority group isolation in one or more of the schools of an LEA.
Desegregation objectives	Objectives related to the statutory purpose of reducing, eliminating, or preventing minority isolation in schools.
Eliminate minority isolation	An objective for a minority-group isolated school that aims to reduce minority enrollments to below 50 percent of total enrollments (i.e., for the school to cease being minority-group isolated).
<i>Feeder school</i>	A school from which students are drawn to attend a magnet school.
Grantee [district]	A district receiving funding from the Magnet Schools Assistance Program.
<i>Magnet schools</i>	A public elementary or secondary school or public elementary or secondary education center that offers a special curriculum capable of attracting substantial numbers of students of different racial backgrounds.

Magnet Schools Assistance Program (MSAP)	A federal program that provides financial assistance for school districts or local education agencies to develop or expand magnet school programs designed to promote the reduction, elimination, or prevention of minority group isolation and quality instruction. It is authorized by Title V of the Improving America's Schools Act.
Magnet school program	A strategy that promotes a special curriculum capable of attracting substantial numbers of students of different racial backgrounds.
Minority group	Includes students who are (1) American Indian or Alaskan Native (2) Asian or Pacific Islander, (3) Black (not of Hispanic origin), and (4) Hispanic as defined in the U.S. Census category.
Minority group isolation	In reference to school, a condition in which minority group children constitute more than 50 percent of the enrollment of the school.
Nonminority group	Includes students who are White (not Hispanic) as defined in the U.S. Census category.
Objective	One of four broad goals specified for MSAP-funded programs; linked to the four elements of the statement of purpose in the authorizing legislation and the focus of the MSAP performance indicator system.
Performance indicator	An indication of how well a program is meeting its goals or objectives. Used in the Government Performance and Results Act to establish a system for all federal programs to set goals, measure performance, and report the results.
Performance standards	Descriptions of what students must demonstrate, and how well, to be considered advanced, proficient, or partially proficient in academic areas.
Prevent minority isolation	A desegregation objective for a school that is becoming minority-group isolated that aims to keep the school's minority enrollment from rising above 50 percent of its total enrollment.
Program-within-a-school (PWS)	A magnet program that serves some but not all of the students in a school (e.g., an aeronautics programs for 200 students in a 1000-student high school).
Projected increase	A growth in minority group enrollment that is based on neighborhood residential patterns, immigration trends, or population growth.
Reduce minority isolation	A desegregation objective for a school with a minority group enrollment of more than 50 percent that aims to reduce the percentage of minority students in the school to a lower level (but

still more than 50 percent minority in enrollment).

Rubric

A set of criteria to be used for rating (or scoring) student tests, portfolios, or performances.

Special curriculum

A course of study embracing subject matter or a teaching methodology that is not generally available to students of the same age or grade level in the same local education agency (LEA) or consortium of LEAs, as the students to whom the special curriculum is offered in the magnet schools. This term does *not* include a course of study or a part of a course of study

- ▶ that is designed solely to provide basic educational services to students with disabilities or to students of limited English-speaking ability;
- ▶ in which any student is unable to participate because of his or her limited English-speaking ability;
- ▶ in which any student is unable to participate because of his or her limited financial resources; or
- ▶ that fails to provide for a participating student's meeting the requirements of completion of elementary or secondary education in the same period as other students enrolled in the applicant's schools.

Targeted school

A school in which minority group isolation is to be reduced, eliminated, or prevented as a result of the funded magnet program. The targeted school may be a magnet school, or it may be a feeder school for a magnet school.

Vocational skills

Tangible and marketable abilities including, for example, computer programming skills and video filming and editing skills.

Whole school magnets

Magnet programs that are offered to every student in a school.

Appendix

MSAP Performance Indicator System: Reference Sheets

Objective 4

On the following pages are charts that you can use as references for each Objective. The charts are intended to help you ensure that your MSAP application and annual project reports include all of the information needed to respond to the MSAP performance indicators. Completing and submitting these charts to ED is optional.

Directions: Use the Page References columns to record the page numbers where the relevant indicator data and other information can be found in your MSAP application. Use the year 1, year 2, and year 3 Page Refs columns to record the page numbers where the relevant data and other information can be found in your annual project report each year.

Objective 1. Federally funded magnet programs eliminate, reduce, or prevent the incidence and/or the degree of minority student isolation in targeted schools.

Indicator (of success)	Sources of Data and Next Update					
	Application	Page Refer-ences	Annual Project Report	Year 1 Page Refs.	Year 2 Page Refs.	Year 3 Page Refs.
1-1. Minority enrollment in targeted schools. <ul style="list-style-type: none"> Targeted schools with objectives of <i>eliminating</i> or <i>preventing</i> minority group isolation keep their minority enrollments below 50 percent. Targeted schools with the objective of <i>reducing</i> minority group isolation reduce their minority enrollment percentages. 	Provide overall district enrollment at time of application, by minority status, for the grade levels to be included in the magnet schools.		Report overall district enrollment by minority status, for the grade levels included in the magnet schools.			
	List each magnet school and its:		For each magnet school:			
	<ul style="list-style-type: none"> enrollment by minority status (both number and percentages of students), by grade, at time of application, 		<ul style="list-style-type: none"> provide current enrollment by minority status (both number and percentages of students) and by grade, 			
	<ul style="list-style-type: none"> projected enrollment by minority status (both number and percentages of students), for each year of the proposed project, and <i>(continued)</i>		<ul style="list-style-type: none"> provide current projections of enrollment by minority status, without the magnet (if appropriate), and report the success or progress in meeting the objective. 			

Indicator (of success)	Sources of Data and Next Update					
	Application	Page References	Annual Project Report	Year 1 Page Refs.	Year 2 Page Refs.	Year 3 Page Refs.
1-1. Minority enrollment in targeted schools. (continued)	<ul style="list-style-type: none"> objective (to eliminate, reduce, or prevent minority isolation). If the objective is to prevent minority group isolation, provide projected enrollment by minority status, with and without magnet (i.e., operational definition of objective), with both number and percentages of students. 		Describe what these data indicate in terms of changes to your project.			
			If the magnet is a program-within-a-school (PWS), include enrollment for both the PWS and the school, by minority status and grade level. If the magnet school is <i>not</i> the targeted school, provide enrollment data for the targeted school, by grade and by minority status, as well.			
	If a magnet school is <i>not</i> the targeted school, list both the magnet school and its targeted school. For the targeted school, state the objective, and provide enrollment, by grade and by minority status.					

District name _____

Indicator (of success)	Sources of Data and Next Update					
	Application	Page Refer-ences	Annual Project Report	Year 1 Page Refs.	Year 2 Page Refs.	Year 3 Page Refs.
1-2. Impact on feeder schools. <ul style="list-style-type: none"> Feeder schools do not become racially isolated, or, in districts where the minority enrollment is greater than 50%, minority enrollments in feeder schools do not increase above the district average for the grade levels served by the magnets. Minority enroll-ments conform to the specifications of the court or State agency that ordered the plan. 	For each magnet school, identify feeder schools, and provide both their current enrollment and their projected enrollment for each year of the project by minority status (both number and percentages of students).		For each feeder school, provide enrollment by minority status (both number and percentages of students). Describe what these data suggest in terms of changes to your project.			
	If feeder school information is not available, describe the way in which your district will ensure that enrollments in nonmagnet schools are not negatively affected by the magnet program.		If feeder schools are private schools or are located in adjoining districts, list number and percentage of new enrollments (i.e., students not previously enrolled in district).			
			If feeder school information was not provided in your application, report the results of efforts to ensure that minority isolation at non-magnet schools is not increased by the magnet program.			

Indicator (of success)	Sources of Data and Next Update					
	Application	Page Refer- ences	Annual Project Report	Year 1 Page Refs.	Year 2 Page Refs.	Year 3 Page Refs.
1-3. Minority/nonminority distribution. Magnet curricular activities generally reflect the same minority/non-minority distribution as the magnet school (or PWS).	Indicate curricular areas (e.g., classes, grades, subjects) in which you plan to promote broad participation and interaction among different groups of students in the magnet school (or PWS).	_____	Provide data on student participation, by minority status, in areas intended to promote broad participation and interaction, for selected grades or subjects. Describe what these data suggest in terms of changes to your project.	_____	_____	_____

District name_____

Objective 2 Federally funded magnet programs promote national, state, and local systemic reforms and are aligned with challenging State content standards and student performance standards.

Indicator (of success)	Sources of Data and Next Update					
	Application	Page Refer-ences	Annual Project Report	Year 1 Page Refs.	Year 2 Page Refs	Year 3 Page Refs.
2-1. National, state, and local reforms. Magnet programs play an active role in implementing national, state, and local reforms.	Describe systemic reforms being imple-mented in your district, the goals of these reforms, and the contributions your magnet program will make to these efforts.	_____	Provide a narrative of up to three pages which describes how your magnet program has supported and extended systemic reforms in your district.	_____	_____	_____
2-2. State content and performance standards. Project designs explicitly provide evidence of the use of challenging State content standards and student performance standards. These are reflected in the program curriculum and in planned student assessments aligned to the curriculum.	Indicate whether your state has a set of challenging content standards and student performance standards in the core subjects (e.g., reading, writing, math, science). If No, indicate whether such standards are being developed and in what subjects, and briefly describe the standards you are using in lieu of State standards.	_____	Identify any excep-tions or changes to application infor-mation. Submit the assessment data as part of Objective 4.	_____	_____	_____
	Indicate whether your state, district, or school has developed an assessment to measure performance against those standards. If Yes, indicate the subjects and whether you plan to use the assessment. If No, describe the assessment you intend to use and why.	_____				

Objective 3 Federally funded magnet programs feature innovative educational methods and practices that meet identified student needs and interests.

Indicator (of success)	Source of Data and Next Update					
	Application	Page Refer-ences	Annual Project Report	Year 1 Page Refs.	Year 2 Page Refs.	Year 3 Page Refs.
3-1. Innovative themes. Magnet programs incorporate innovative themes and elements that meet identified student needs and interests.	Describe the themes and elements in the magnet program that will meet identified student needs and interests, and provide a rationale for selecting these themes and elements.	_____	For each magnet school, provide a narrative of up to two pages which describes how the magnet program has implemented these themes and elements and how they are meeting identified student needs and interests.	_____	_____	_____
3-2. Innovative educational methods and practices. Magnet programs incorporate innovative educational methods and practices that promote student achievement.	Identify the elements in the magnet program that will promote student achievement, and provide a rationale for selecting these elements.	_____	For each magnet school, provide a narrative of up to three pages which describes activities, methods, and practices, each of which meets all of these criteria: <ul style="list-style-type: none"> • is related to the magnet theme, • was not produced in the school prior to the magnet program, • is used by at least two teachers in the school, and • impacts the achievement of 20 or more students. 	_____	_____	_____

Objective 4 Federally funded magnet programs strengthen students' knowledge of academic subjects and skills needed for successful careers in the future.

Indicator (of success)	Sources of Data and Next Update					
	Application	Page Refer-ences	Annual Project Reports	Year 1 Page Refs.	Year 2 Page Refs.	Year 3 Page Refs.
4-1. Improved student achievement. Magnet students show achievement gains in core subjects, as well as in applied learning skills, which meet or exceed the gains for students in the district as a whole. (Applied learning skills include higher order thinking skills, individual problem-solving ability, communication skills, computer skills, and ability to contribute to group projects).	Describe how increases in academic knowledge and applied learning skills will be assessed, overall and by minority status. Identify criteria for defining <i>magnet student</i> , measures to be examined, and relevant comparison or reference groups, where appropriate.	_____ _____	Document the results from these assessments, overall and by school, grade, and minority status. Include both the number and percentage of students who meet the standard for performance. Describe what these data suggest in terms of changes to your project.	_____ _____	_____ _____	_____ _____
4-2. Vocational skills. (Optional for federally funded magnet schools or PWSs that do not feature development of specialized skills) Magnet students demonstrate knowledge and proficiency in vocational skills related to the magnet theme.	Describe the specific skills to be developed and how proficiency in these skills will be assessed, overall and by grade and minority status. Identify the standard for performance and the measure to be used against that standard.	_____ _____	Document the results from these assessments, overall and by school, grade, and minority status. Include both the number and percentage of students who meet the standard for performance. Describe what these data suggest in terms of changes to your project.	_____ _____	_____ _____	_____ _____